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**ANNUAL REPORTS**  
**OF THE**  
**SELECTMEN,**  
**THE**  
**OVERSEER OF THE POOR,**  
**AND**  
**SUPERINTENDING SCHOOL COMMITTEE**  
**OF THE**  
**TOWN OF MERRIMACK,**  
**FOR THE YEAR**  
**1860-61.**

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**NASHUA:**  
**PRINTED BY ALBIN BEARD.**  
**1861.**

# ANNUAL REPORT

ON THE

STATE OF NEW YORK

AND

GOVERNMENT OF THE STATE  
SELECTMEN'S REPORT

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# SELECTMEN'S REPORT.

The town valuation, as taken April, 1860, amounts to \$422,534 00  
 263 Polls, at \$240.00 each, 63,120 00

Total, \$485,654 00

The amount of assessments is as follows :

State tax,	305 90	
County tax,	579 11	
For support of schools,	874 00	
To defray town charges,	1200 00	
For repair of highways,	750 00	
		<u>\$3709 01</u>
Add for bearing money,	180 70	
School house tax in District No 12,	25 36	
Literary Fund,	86 15	
Railroad money,	329 66	
		<u>621 87</u>

Amount of assessments and receipts, \$4330 88

## EXPENDITURES.

### SCHOOLS.

District No. 1,	90 29
" " 2,	67 65
" " 3,	193 16
" " 4,	110 69
" " 5,	76 26

District No. 6,	67 46
" " 7,	86 18
" " 8,	76 08
" " 9,	102 49
" " 10,	37 17
" " 11,	76 98
" " 12,	53 60
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	\$1038 01

### STATE AND COUNTY TAX.

County tax,	579 11
State tax,	505 90
Henry Russell, school house tax in district No. 12,	25 36
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	\$1110 37

### INCIDENTAL EXPENSES.

E. P. Parkhurst, paid Gilmanton Insurance Co., on town buildings,	6 83
Parkhurst & Anderson, for postage and stationery,	4 33
P. Dodge, for counsel,	1 00
Morrison & Stanley, for services in road case in 1859,	16 00
Albin Beard, printing reports,	21 00
H. W. Green, for damages on sleigh,	1 50
E. P. Parkhurst, for interest on money advanced,	3 00
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	\$53 66

### ROADS AND BRIDGES.

A. B. Woodward, labor on new bridge in 1859,	4 00
John French, breaking roads,	1 60
S. Kinney, highway list,	9 95
H. Russell, do.,	4 92
J. L. Foster, do.,	6 50
H. N. Robbins, do.,	42 21
Ward Parker, do.,	65 00
T. M. King, do.,	28 40
Leonard Walker, do.,	17 17
J. H. Wheeler, do.,	21 93
N. H. Brown, do.,	30 23
John Wheeler, do.,	33 74
N. McClure, do.,	21 94
Asa McMillen,	14 86
Oliver Spalding, do., in 1856,	94
J. M. Fosdick, do.,	4 92
J. McGilvrey, do.,	2 00



C. H. Longa, do.,	6 00
James Hale, highway list,	21 90
Zadock Farmer, do.,	16 75
H. Lawrence, do.,	20 00
John Kennard, do.,	33 53
George F. Hill, do.,	14 98
F. Nichols, over working list in 1859,	3 25
R. McGaw, for bridge plank,	23 83
P. Raymond, over working list in 1859,	5 00
C. F. Wright, labor on highways and bridges,	30 00
D. Swett, sawing bridge plank,	27 01
Ward Parker, breaking roads,	7 50
C. F. Wright, do.,	13 18
Simeon Kinney, do.,	10 09
H. N. Robbins, do.,	11 53
J. H. Wheeler, do.,	13 26
T. M. King, do.,	9 55
G. F. Spalding, do.,	4 47
James Hale, do.,	7 00
George F. Hill, do.,	12 00
Leonard Walker, do.,	4 75
I. C. Crooker, do.,	1 00
John Wheeler, do.,	4 00
R. H. Center, highway list,	21 59
R. H. Center, breaking roads,	16 81
Wm. Eayers, highway list,	13 00
Asa McMillen, breaking roads,	14 64
I. C. Crooker, do.,	5 06
E. P. Parkhurst, labor on bridges,	3 02
D. Roby, labor on Flat bridge,	3 11
C. Fosdick, labor on road,	2 00
Snow bills for which orders have not been drawn, estimated at	50 00
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	\$740 02

#### TOWN OFFICERS.

Benj. Ela, Superintending School Committee,	25 00
Lucien Ingalls, do.,	25 00
E. P. Parkhurst, Selectman,	61 00
George F. Spalding, do.,	31 50
I. C. Crooker, do.,	5 50
S. C. Anderson, Town Clerk,	10 00
David Jones, Treasurer,	8 00
B. M. Hill, Collector,	40 00
E. P. Parkhurst, Overseer of Poor,	15 00
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	\$221 00

## RECAPITULATION.

For schools,	\$1038 01	
County tax,	579 11	
State tax,	505 90	
School District No. 12,	25 36	
Poor off Farm,	150 72	
Cash balance Town Farm,	198 34	
Roads and bridges,	740 02	
Contingent Expenses,	53 66	
Town officers,	221 00	
Snow bills, for which orders have not been drawn, estimated,	50 00	
Total expenses of the town the past year,	—	\$3562 12
Assessments and receipts the past year,		4330 88
Amount in favor of the town, on the financial business of the year,		768 76
T. F. Moore's note in favor of the town, includ- ing interest,		110 00
Total amount in favor of the town,		<u>\$878 76</u>

The demands against the town March 1st, 1861,  
are as follows :

Samuel Barron, principal and interest,	\$425 00	
A. C. Darrah, do.,	293 93	
J. Woods, do.,	133 08	
John Kennard, do.,	120 22	
Joseph Wilson, do.,	549 87	
E. P. Parkhurst, do.,	446 59	
Chas. F. Wright, do.,	124 16	
E. P. Parkhurst, do.,	139 29	
	—	\$2232 14
Balance in favor of the town as above,		878 76
Total debt of the town March 1st, 1861,		<u>\$1353 38</u>

## REMARKS.

The undersigned, would recommend that the town raise such sums of money as will enable them to discharge this debt within the space of two years, as there appears to be nothing to justify a longer delay. The foregoing is respectfully submitted by

ELIJAH P. PARKHURST, } Selectmen  
GEORGE F. SPALDING, } of  
ISRAEL C. CROOKER, } Merrimack.

March 1st, 1861.



## ALMSHOUSE REPORT.

### RECEIPTS.

Thomas Laton, 1 yoke of oxen,	\$130 00
Nathan Parker, apples, fowls and tallow,	4 87
T. Gillis, poultry,	2 16
F. Wright, 2 pigs,	6 00
William Cada, 1 pig,	2 50
Reuben Barnes, 1 pig,	2 00
A. C. Darrah, 2 pigs.	6 00
J. Follansbee, 3 calves and 1 turkey,	15 50
Colburn, for feathers,	50
F. Wright, for oats,	1 10
John Kinson, for butter,	67
J. Patterson, 2 pairs feeting,	1 00
J. Curtis, for butter,	4 00
J. Curtis, 1 yoke oxen,	110 00
Crosby & Wallace, butter,	2 47
Horace Ingalls, horse keeping,	60 65
John Kinson, corn and plank,	1 37
Thomas Jones, for oats,	4 95
Hill and others, for cherries,	9 85
Merrill & Bailey, for apples and eggs,	2 61
Merrill & Bailey, for potatoes,	60
Irishman, for apples and potatoes,	2 30
Bailey, for apples and potatoes,	2 75
Nathan Parker, for lard and ham,	6 00
R. Fretts, for lumber and apples,	5 15
Merrill & Bailey, for butter and plums,	2 01
Goodell & Lancaster, for butter,	30 35
George Nichols and others, for apples,	72
James Munroe, for butter,	6 40
Goodwin, for board, apples and plums,	5 14
N. H. George, apples and plums,	5 92
Joseph Shedd, for lumber,	2 58
Barr, for butter,	2 30
N. H. George and others, for apples and cider,	53 44
Peabody, for anvil,	5 00

David Cada and others, for apples,	10 00
J. Patterson, for feeting,	50
Cha's Campbell, for oats,	4 50
John Follansbee, for poultry,	11 10
David Swett, for one shoat,	4 50
E. P. Parkhurst, for labor,	7 75
Different individuals, use of boar,	3 25
Page & Wilson, for apples,	7 67
J. Patterson, one pair mittens,	50
J. Follansbee, for calf and hides,	11 82
Received of town for labor on roads and bridges,	30 58
Cha's F. Wright, for rolls and feeting,	5 00
N. H. George, for berries,	14 88
N. H. George, for berries,	9 88
N. H. George, for apples,	8 12
Premium on bull calf,	1 00
Hapgood & Abbott, butter and eggs,	2 72
Town of Merrimack, breaking roads,	6 00
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	\$638 68

## EXPENDITURES.

Daniel T. Ingalls, for one yoke oxen,	\$100 00
Cha's Converse, for labor,	75
Crackers,	1 00
C. F. Wright, one cow,	35 00
Sarah Truell, for labor,	3 00
Snuff,	12
Wm. Cada, for one sheep,	3 00
S. McAfee, for one calf,	10 30
Bone meal,	25
D. Russell, repairing harness,	10
Goodridge, for fish,	88
Colburn, 2 brooms,	50
Robertson, for potatoes,	1 00
Truell, for onions,	1 25
Wilkins, for rye,	2 00
Dunlap, for whip and seeds,	65
Chester Shiply, for potatoes,	40
Nathaniel Flint, yoke oxen,	100 00
Crosby, for broom and thread,	67
Pedrick, for repairing wagon,	50
Wallace & Holmes, for groceries,	2 64
George Boutelle, 2 pigs,	4 50
Coffin and robe for R. Wheeler,	5 77
Rev. Mr. Pike, for services at funeral,	1 00
Walter Reed, digging grave,	1 00

Repairs on horse-rake,	1 04
Pedrick, mending plough,	2 50
John Follansbee, for meat,	3 59
Dr. Eldridge, for chloride of lime,	45
J. B. Fay, for oil and mending tin,	2 14
Hapgood, for 1 firkin,	28
Boutelle, for filing saw,	25
Holmes, tea and coffee,	1 00
Bailey, for tea and fish,	2 75
M. Barr, for guano,	11 12
Jewett, for basket,	45
Henry Parkhurst, one cart body,	5 00
Peters, for carding wool,	1 25
Mary J. Kinson, for labor,	21 06
Pedrick, for cart wheel and axle,	15 00
Osgood, for blacksmith work,	2 50
Page & Wilson, for goods,	2 02
Ira Barr, 2 baskets,	1 00
Whiting, for rye,	1 10
John Follansbee, for meat,	2 71
Sawtell, 2 cider barrels,	2 00
Opium,	62
Israel Fuller, use of cider mill,	85
N. W. Cumner, cloth and cap,	2 00
Wilson, for goods,	2 80
Crackers,	75
George Boutelle, washing machine,	5 00
Mary Kinson, for labor,	8 94
Z. G. Perry, use of hay caps,	50
J. Rowley, for goods,	3 00
Nathan Parker, use of bull,	2 33
Cha's G. Foot, for labor,	72 28
Wright, for 2 bushels rye,	2 00
Daniel Fletcher, for taxes,	58
Hill, for 1 turkey,	1 35
Crackers,	25
G. Stevens, axe, card and onions,	1 93
E. P. Parkhurst, pasturing cattle,	14 67
E. P. Parkhurst, difference between cow and beef,	9 50
E. P. Parkhurst, rye,	1 00
E. P. Parkhurst, veal,	96
E. P. Parkhurst, labor,	4 00
Sawtell, 1 beef barrel,	1 00
2 brooms,	50
John Houston, repairing axles,	90
Pedrick, repairing sleigh,	1 25
Page & Wilson, for goods,	4 17
Snuff,	15
John Follansbee, for beef,	4 00



Small, blacksmith work,	5	75	
Page & Wilson, for goods,	3	50	
Hapgood & Abbott, store goods,	37	40	
Hapgood & Abbott, pens and paper,		13	
Dr. Wright, medical attendance,	4	92	
Boutelle, for filing saw,		25	
Rowley, for goods,	5	50	
George Stevens, grass seed,	13	20	
George Stevens, store goods,	49	49	
David Russell, for opium,	6	20	
David Russell, shoe bill,	3	81	
Cha's F. Wright, superintendent,	190	00	
Gilmanton Ins. Company,	6	83	
Amount of expenses,			\$829 75
Amount of receipts,			638 68
			<hr/>
			191 07
Error on debt,			7 27
			<hr/>
Balance against farm,			\$198 34
			<hr/>

## INVOICE OF PERSONAL PROPERTY AT THE FARM,

February 16th, 1861.

### *Stock.*

1 horse,	\$50	00	
1 yoke oxen,	120	00	
1 yoke 4 years old steers,	70	00	
1 yoke 3 years old steers,	55	00	
9 cows,	270	00	
2 two years old heifers,	20	00	
4 one years old heifers,	24	00	
1 one year old bull,	15	00	
5 sheep,	25	00	
2 shoats,	30	00	
4 turkeys,	5	00	
30 fowls,	9	00	
			<hr/>
			\$693 00

### *Hay and Grain.*

14½ tons English hay,	242	00	
3 tons meadow hay,	18	00	
2 tons straw,	12	00	
1 ton corn fodder,	6	00	
154 bush. corn,	154	00	
16½ bush. wheat,	25	00	

5 bush. barley,	4 50
28 bush oats,	14 00
$\frac{1}{2}$ bush. peas,	50
$1\frac{1}{4}$ bush. colored beans,	2 00
$\frac{1}{2}$ bush. grass seed,	1 50
	<hr/>
	\$479 50

*Provisions.*

450 lbs. salt pork,	59 62
378 lbs. hams and shoulders,	37 80
225 lbs. salt beef,	13 50
54 lbs. fresh beef,	4 32
13 lbs. fresh pork,	90
26 lbs. sausages,	3 12
9 lbs. fish,	45
100 bush. potatoes,	30 00
6 bush. carrots,	1 50
12 bush. beets,	3 00
6 heads of cabbage,	36
1 bush. onions,	1 00
50 bush. turnips,	12 50
13 bbls. apples,	11 70
$1\frac{1}{2}$ bush. cranberries,	3 81
90 lbs. butter,	16 20
135 lbs. cheese,	12 15
87 lbs. lard,	11 31
23 lbs. tallow and candles,	2 30
$\frac{3}{4}$ bbl. cucumbers,	2 00
1 gallon pickles,	20
$\frac{1}{2}$ bbl. flour,	3 50
3 bush meal,	3 00
$1\frac{3}{4}$ bush. salt,	75
$3\frac{1}{2}$ bbls. cider,	3 50
$\frac{1}{2}$ bbl. cider,	1 50
$\frac{1}{2}$ bbl. vinegar,	2 00
153 lbs. dried apple,	10 71
6 gallons sauce,	75
Soap-grease,	3 00
3 lbs. spices and saleratus,	75
20 lbs. sugar,	1 60
3 lbs rice,	15
3 lbs. tea,	1 80
$4\frac{1}{2}$ lbs. coffee,	70
3 gallons molasses,	1 14
1 gallon oil,	1 00
15 lbs. rolls,	7 50
4 pairs feeting,	2 00
	<hr/>
	\$273 09

*Personal Property at Almshouse Feb. 16th, 1860.*

Stock, shoats, &c.,	632 00	
Hay and grain,	450 75	
Provisions,	240 74	
Farming tools,	191 20	
Household furniture,	150 00	
		<u>\$1664 69</u>

*Personal Property at Almshouse Feb. 16th, 1861.*

Stock, shoats, &c.,	693 00	
Hay and grain,	479 50	
Provisions,	273 09	
Farming tools same as last year,	191 20	
Household furniture same as last year,	150 00	
		<u>\$1786 79</u>

Increase of property at Farm since 1860,	<u>\$122 10</u>
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*Expenses of Poor off the Farm.*

Daniel Larabee, for son,	52 00	
A. McC. Wilkins, for Lucy Wilkins,	26 00	
R. P. Leonards, for brother,	26 00	
Chas. H. Longa, for his mother,	26 00	
Mrs. Rebecca King,	16 72	
Mrs. J. Sanford,	4 00	
		<u>\$150 72</u>

## REMARKS.

The foregoing report, according to the best of my judgment, sets forth to the town the expenses of maintaining our poor, and also the valuation of the personal property at the Farm. And although it is not a self sustaining institution, yet circumstances considered, I think we are progressing towards that point. The difference in the valuation of our stock since last year, of the same quality, amounts to some \$60.00. Last year we had nearly help sufficient from the inmates to carry on the farm, but very little this year from that source, and have been obliged to hire. And also an addition to the wages of the Superintendent of \$40. and an extra outlay for farming tools of about \$25. These things should be taken into consideration, in order that the Superintendent and wife may have the credit that is due them. There have been improvements made on the farm by removing old walls and building new, to the amount of \$40, and in fact the very appearance of the old craft, and a knowledge of its management by land or sea, will convince any reasonable being that all is well.

All of which is respectfully submitted by

ELIJAH P. PARKHURST, Overseer of the Poor.

Merrimack, March 1st, 1861.



# REPORT

OF THE

## SUPERINTENDING SCHOOL COMMITTEE.

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At the conclusion of their labors for the year, the committee would respectfully report, with the remark, that the districts Nos. 1, 2, 4, 5, 6 and 7, are reported by L. Ingalls, and the districts Nos. 3, 8, 9, 10, 11, 12, and other remarks by B. Ela. This statement is made that, where the labors of the same teachers are spoken of in different districts, the agreement as to their character may be regarded as a coincidence of opinions formed and prepared independently of each other, rather than as a repetition of opinion by the same person of the committee.

### *DISTRICT NO. I.*

Zadock Farmer, Prudential Committee.

The summer term was taught by Miss Abbie J. Marshall of Hudson. The school was small, composed of small scholars and easy to discipline. The teacher manifested a good degree of interest in her work and the school was quite harmonious. A less confinement to text-books would have awakened a greater interest, and made the exercises of the examination more entertaining. The whole number of days lost by the several scholars during the term, amounts to 44. When compared with the lost time in the other districts, it will be seen to be very much less than the average loss, the number of scholars and length of term being considered.

The winter term is still in operation, in charge of Miss Georgia E. Wilson of Nashua. There are several large scholars in attendance this term, and their deportment and habits of study are deserving of much praise. We like to see large boys in our winter

schools, and we commend these in their efforts to obtain a knowledge of those branches of study that will be of far more value to them when their school-days are ended, than silver and gold.

Miss Wilson conducts her school in an able manner, is quite industrious and desirous to have her scholars thorough in their recitations.

### *DISTRICT NO. II.*

Andrew Savage, Prudential Committee.

This district has but one term during the year ; this has been taught by Miss H. T. W. Nevins of Bedford. This teacher conducts her schools in a very quiet and efficient manner, without any display and apparently without effort to maintain order. Her scholars were respectful, obedient, attentive to their studies, and consequently made very marked improvement. The exercises at the examination gave evidence that the scholars had been taught in a thorough and systematic manner. The aggregate number of lost days during the term amounts to 214.

### *DISTRICT NO. III.*

Samuel C. Nesmith, Prudential Committee.

Miss Mary W. Griffin, of Litchfield, Teacher.

The agent saw fit to divide the time of schooling in this district into three terms, for all of which the same teacher was employed. Having carried through the first two terms with marked success, in consequence of ill health she was obliged to close the third after a few weeks. This school was found by the teacher and the committee, at its commencement, to be in a very disorderly and confused condition. Many habits prevailed which would be a barrier to any amount of progress in improvement. Whispering, reaching about, attention to any thing but the studies before them, a waggish, noisy way of taking their places in the class, inattention to the teacher's questions, and indifference as to whether their answers were right or wrong, and a low, muttering tone of voice, were general practices, with very few exceptions. To correct this state of things was the teacher's first aim, as it was evident from the general backwardness of the scholars that they had suffered from these evils long enough. At the close of the first term it was gratifying to find the condition of the school materially changed for the better, and that the rare energy, activity and perseverance of the teacher had not been put forth in vain. The sincere approbation of the committee was expressed in view of the work accomplished. Enjoying, as it does, more weeks of schooling than almost any other district in town, it should be the most forward. At the close of the second term, the examination was also highly satisfactory as to the progress made, and must have been entertaining to the numerous visitors present, and we regret that in consequence of the sickness of the teacher we were deprived of the pleasure of attending a third ex-

mination. Mr. George S. Parkhurst is now engaged in finishing the third term.

There has been a great loss of time in this district. During the two terms, making 18 weeks, the whole number of days lost by 31 different scholars amounts to 814, which, reckoning  $5\frac{1}{2}$  working days to the week, is equal to three entire years of working time lacking forty-four days.

The house is by far the most expensive in town, but the marks upon it show pretty rough usage, considering how recently it was built. It might be cleaner. The school house should be thought of as well as private dwellings in this respect.

#### *DISTRICT NO. IV.*

Edward P. Parker, Prudential Committee.

This district has had three terms during the year, all of which have been taught by Miss Isabella C. Colton, a very accomplished scholar and one who possesses many qualities that are indispensable to a successful teacher. The teacher found her scholars in a very discomposed condition, and sought by kind words and gentle means to have them become orderly and respectful. At our first visit to the school we were annoyed by the misbehavior and indifference of some of the scholars, and advised the teacher to employ measures more powerful than words, thinking that coercion properly exercised would be very timely and render the school quite useful. Before the close of the first term we thought the teacher had made some favorable changes in the character of her school, though she labored hard for greater improvement and was far from being satisfied with its condition. During the several terms there was a good feeling manifested between teacher and scholars, and we could not but think that the influence exerted by the teacher over her pupils, was very salutary.

The day appointed for the final examination was quite unfavorable, it being the coldest of the season. The school room was uncomfortable, and we could not expect under the circumstances, to see a fair exhibition of the school. During the three terms the whole number of lost days amounts to 385, or nearly 70 weeks.— This school room is furnished with a full set of outline maps, a large map of the United States, a globe, Webster's Unabridged Dictionary, and a clock; these are what each district in town should have in its school room.

#### *DISTRICT NO. V.*

Abiel Holt, Prudential Committee.

The summer term was taught by Mrs. Eliza S. Greenough.— This school was quite small and the scholars not advanced in their studies. It was however a working school and the progress made by the scholars was quite commendable. Mrs. G. is a persevering teacher and commands the respect of her pupils. No discords are



heard in this district. The parents seem content without meddling with the affairs that belong peculiarly to their teachers, but aid them in their duties with their sympathy and support. Whole number of days lost, 44.

The winter term was taught by Miss Jennie A. Parker, whose reputation as a teacher is well known in town. Miss Parker always exerts a healthful influence over her scholars and makes the moral developments of the mind keep pace with the intellectual. We regret that circumstances rendered it essential for the teacher to close her school the day previous to that assigned for the examination. The register shows that the whole number of days lost by the several scholars of the school, amounts to 220, a much larger number in proportion, to the time lost in the summer school.

### *DISTRICT NO. VI.*

Smith E. Field, Prudential Committee.

Summer term, Miss Chastina A. Hardy of Hudson, Teacher.—Miss H. is very amiable in her manners and has the will to perform aright the duties of the teacher. She would have her scholars love and respect her as well as obey her. The school might have been a pleasant and useful one, had there not been a spirit of insubordination manifested on the part of two or three scholars, which the teacher was unable to subdue. The school was visited several times by the committee and measures were recommended to remove the difficulty, but we believe no improvement was made while the term continued. Much credit is due to a part of the scholars, whom we always found studious and respectful to their teacher. The whole number of days lost by the several scholars in this school, amounts to 220. Allowing  $5\frac{1}{2}$  working days to the week it equals 40 weeks.

Winter term, Lucien Ingalls, Teacher. The teacher found an entire absence of that disposition that characterized a part of the school the previous term. On the contrary, the scholars were well-behaved and decorous. No influence was brought to bear on the school that annoyed the teacher or arrested the progress of the scholars in their studies. Whole number of days lost, 97.

### *DISTRICT NO. VII.*

Samuel B. Moore, Prudential Committee.

The summer term was taught by Miss Anna M. Goodwin of Londonderry. We are happy to be able to report favorably of this school and of Miss G.'s efforts as a teacher. The scholars were orderly and studious and the teacher was very energetic. The result was, very creditable progress was made by the scholars in their studies. It is seldom we have seen so many parents and others present at an examination as we met here at the close of the term. Aggregate number of days lost, 264.

The winter term was taught by Miss Harriet B. Johnson of

Goffstown, a teacher of considerable experience, and one well calculated to give satisfaction in our schools. The school was difficult to manage during the winter term, and in our opinion required the services of an efficient male teacher. At our first visit to the school we were pleased with the course the teacher was pursuing with her pupils, and thought the prospect was fair for a useful term. If the scholars did not make that progress we expected to find at the examination, we cannot think it was in consequence of any neglect of the teacher in the performance of her duties. Number of days lost, 330.

### *DISTRICT NO. VIII.*

C. H. Longa, Prudential Committee.

Miss Addie C. Shedd, Teacher.

All the schooling in this district was embraced in the winter term. At the examination as to qualifications, which was quite protracted and thorough, a good degree of acquaintance with the studies to be taught was evinced by this teacher. The school at present has the smallest number in town. With one or two exceptions, the scholars were rather backward for their age even in the art of reading, in which we expect to find them as much advanced as in any branch. The older scholars were advised to a thorough study of their reading lessons, reading being the avenue to all other knowledge. The scholars also, perhaps on account of the long interval between schools, showed a want of familiarity with their studies generally. The order was good and the teacher was at her work. At the expiration of the term it was pleasant to find that progress which a faithful attention to duties ensures. The examination in mental arithmetic showed a habit of application quite as intense as we could expect to see considering the appearance of the school at first, also the examples in written arithmetic were solved with a good degree of dispatch and accuracy. In reading there was a decided improvement. The teacher had some little troubles, but we could not learn that they were anything more than almost all teachers have. Little charges of partiality are almost as numerous as scholars themselves, and if they were all brought out in a school, the teacher would stand charged with being partial to all, which would be no great offence. The whole number of days lost by 15 different scholars during the term of twelve weeks, was 264.

### *DISTRICT NO. IX.*

M. B. McConihe, Prudential Committee.

Summer term, Miss H. T. W. Nevins of Bedford, Teacher. This district abounds in a large number of very small scholars. Of forty one different pupils only three are over twelve, and thirty-one under eleven years of age. But they always appeared happy, active and attentive to their duties at whatever time any one might pay

them a visit. The control of the teacher over her school was excellent; and was the result, not of reiterated commands, but of a uniformly affectionate, and at the same time an authoritative manner towards her pupils. Possessed of these qualities and with ample qualifications in other respects, the teacher carried the term through pleasantly and profitably to the children. The examination showed a deferential behavior, a promptness in answering and a general proficiency in study which we all like to see. We regretted to perceive the absence of some fine scholars who, for the sake of the profits of the mill, in our opinion close their education at quite too early an age.

The amount of time lost during this term of 11 weeks by 41 different scholars was 484 days, or, to average it upon the scholars, a little more than  $11\frac{1}{2}$  days, or at  $5\frac{1}{2}$  days per week, a little more than two weeks to each, which makes the term of 11 weeks equivalent to a term of a little less than 9 weeks, if all should attend.

Winter term, Mr. George S. Parkhurst, Teacher.

The school was of very much the same character as the previous term—small scholars and a large number of them. This was Mr. Parkhurst's first term in teaching. Passing a lengthy and minute examination with much credit, we were encouraged to expect a good school under his instruction, and we believe that many parents were pleased with the progress of their children in learning. The teacher proceeded in the school exercises in a pleasant and business-like way and thereby was instrumental in accomplishing a good degree of improvement; but if in connection with these desirable traits, more attention had been given to an even and firm discipline, it is believed that still greater results for good would have been the consequence.

The school was left by Miss Nevins, also by Miss Amelia Henderson, whose private term it is not our duty to report, in an excellent state of discipline which it would have been easy to have maintained, but instead of this, a great deal of confusion grew up in school, and the manner of threatening little scholars with what they knew he would not do, was a great defect. The time lost by 38 different scholars during this term of 10 weeks, amounted to 572 days.

### *DISTRICT NO. X.*

Nathan Parker, David Swett, Prudential Committee.

Miss Jennie A. Parker, Teacher.

The summer and winter terms were both kept by Miss Parker. This school is rather small in number, but it contains scholars more advanced, with one or two exceptions in No. 6, than any other school in town. We here found those who had mastered the larger arithmetics, proficient also in the more full treatises of English grammar and in natural philosophy. In this day, when so many children are snatched from the school in the midst of their studies as



soon as they can earn a few cents on the farm or in the shop, in the house or out at service, it is a treat to find a school like this, where scholars are continued into the more advanced and equally practical studies, for the principles contained in the higher branches, as of natural philosophy and chemistry, for instance, are of daily application in common life. And certainly advanced studies are the most interesting. It is a curious fact that the first lesson of the little child is harder and more abstract than any other that he will ever undertake. The letters of the alphabet are mere arbitrary signs, appealing only to the memory; beyond this, lessons that have meaning come up, and the more advanced, the more full of instruction and entertainment. Hence the incentive for scholars to progress that they may, before their school days close, become familiar with higher and more entertaining branches; and hence too the obligation of parents to see that their children are constant at school, losing no time, and that the years of their schooling are protracted as far as possible. The quiet, chaste, and respectful deportment of the pupils, and the thorough understanding of their studies commend this school as, though one of the least in numbers, yet one of the most interesting for its good order and proficiency. The perfect neatness of the school-room was also most agreeable, and when we can, we are happy to note this feature, convinced as we are, that a dirty, offensive room tends to corrupt the taste and sour the mind of youth and conduces to ill health.

The whole number of days lost by 15 different scholars during both terms, comprising 16 weeks, was 341.

### *DISTRICT NO. XI.*

William Eayrs, Prudential Committee.

Summer term, Miss Lucy A. Bowers, Teacher.

In this house, so delightfully situated because of its partially rural location amidst some of our finest residences, we were pleased to find a very pleasant and interesting school. The teacher for the summer term evidently commenced with an ambition to have her pupils alive to their work, as well as observant of all those habits and practices which render young scholars agreeable to others, benefitting them not only for the present, but in after life. Bright faces and respectful manners were met here at the same time that there was attention to books whilst in their seats, and prompt answers on the recitation floor. The examination at the close convinced us that what we have said is a fair representation of the prevailing condition of the school whilst under this teacher. The attendance of scholars this term was much better than the average over town, the whole time lost by 13 different scholars during ten weeks being 55 days.

Winter term, Miss Jennie O. Bowers, teacher.

Perhaps from greater experience, the elder sister inspired her scholars with still more mental activity and application than was

exhibited in the preceding term, whilst equally good behavior and regard for propriety were manifest. Some advanced studies were pursued under this teacher, as algebra and astronomy. Compositions and declamations were also required—profitable exercises, at no matter how early an age. The pupils at the same time that they were obedient and orderly, were yet animated and active; a condition greatly dependent upon the management and manner of the teacher as an example before them, and in which it is desirable to find all schools.

The whole amount of time lost during this term of 16 weeks by 19 different scholars was 704 days, being 22 days more than two and a half years, allowing five and a half days per week for working time.

### *DISTRICT NO. XII.*

Henry Russell, Prudential Committee.

Summer term, Miss Anna H. Kidder of Peacham, Vt., Teacher.

Much has been justly said by writers on improvements in common schools, upon the importance of pleasant sites for school houses and having them built in good taste. On entering the delightful little village of South Merrimack, no one can fail to notice how fortunate this district is in these respects. We know of no more choice location in all the place than that upon which their excellent building stands, situated high and airy and commanding fine views in the distance. Rather than forbidding, as some places are, it must be an inviting retreat to children, and help make their routine of duties a source of pleasure instead of a task.

For the summer term the district obtained a person well suited to occupy this place. The scholars were attentive to their books, and in their recitations were prompt and accurate in answering. The teacher was so acceptable to the families in the district that she was invited to take the school for the winter term, which invitation, however, she declined.

The number of days lost by 19 different scholars during this term of 10 weeks was 330.

Winter term, Mrs. Eliza S. Greenough, Teacher.

The same neat and lively group of children was found here at the winter as at the summer term, with a few additional older scholars. Mrs. Greenough in all her intercourse with her pupils, shows sincere affection for them and an interest in their improvement for which she assiduously labors. Her kindness of disposition accompanied with a good share of activity, give her the faculty of accomplishing a good deal, so that her school shows a commendable progress and commends her as a desirable teacher. But if, with these good qualities, scholars could see a somewhat more spirited turn, they undoubtedly would be aroused to greater efforts and inspired with more ambition and courage in their pursuits.—A spirited awakening manner in a teacher is very important to the attainment of the greatest success. The whole number of days

lost by 25 different scholars, during this term of 11 weeks was 181½.

### REMARKS.

In our remarks we would confine ourselves strictly to points which the condition of things suggests, speaking briefly according to what we have seen.

In the first place some considerations offer themselves forcibly to the consideration of parents. No parent can fail to be struck with the immense loss of time in our schools. We have shown this under the report of each district, and in some instances the loss of days by the whole school, amounts to years in a term of a few weeks, and it is an astounding fact that the whole loss of time in all the districts in town during the past year, amounts to *eighteen years and two hundred and seven days!* In the ten summer schools, the loss differed from that in the ten winter schools only by nine days, being nine days less, so that this loss seems to be a pretty systematic and uniform affair. Those who would attend school constantly are interrupted by these absences and the teacher's progress is seriously impeded. Absences break up the even course of classes. The pupil also who loses his time, loses it for his whole life and he is so far back in all future time.

Parents should be willing also to do their part in producing uniformity of text books, in school, by purchasing those in use so far as required. Those now recommended are of such an excellent character that they will be likely to be in use a number of years, and it is desirable that children should be hastened into them as fast as possible.

There is an almost universal lack of one book which every child who can read with any facility should have by him at all times.—We mean the School Dictionary. We do not mean that this should be made a book for spelling, as spelling books have the principles of orthography so arranged and the selections of sounds so made, that the art of spelling is far more easily acquired by the use of them. But the School Dictionary, costing only about twenty-five cents, should be an omnipresent thing with every scholar as soon as he can read, for a book of reference as to the meaning of words, and their pronunciation in studying reading lessons, and in all other studies.

In cases of complaint against a teacher, it is very desirable that a parent should not from the mere representations of the aggrieved child, prejudge the case and approach the teacher in a passion.—Respect is due to the teacher's position till found in fault, and often by cool inquiry the child may be found in the wrong. The co-operation of parents in the teacher's government is very essential to the highest usefulness of a school. In one instance a teacher of good accomplishments complained of this want of co-operation, or rather of opposition to her exercising any control over their children, and to this attributed all her difficulties, which in this instance



were neither few nor small. A child in school not required to be governed is like a soldier in a company not required to obey his captain. Little of duty would be done by such a company or by such a school. Anarchy is the worst state of society.

Children should be continued longer in school. They generally leave at too early an age. Schools in this town have not advanced scholars enough. Very few, it is believed, go through with the common school branches, most leaving them to go into manhood and the business of life with nothing half finished, and live ever after illiterate beings. If children were continued longer in school, their advanced condition would lead to the requirement of more skillful teachers, and this would place the school upon such high ground that every half qualified youngling would not be offering himself for the school.

These are considerations which should enforce themselves upon the attention of Prudential Committees.

That teachers of good reputation and well known success in town or in the vicinity should be sought and engaged if possible, is too obvious to need further remark. It is always best to make sure of a good thing. But if strangers are to be employed, satisfactory inquiries should be made before engaging them. Read your man who stands before you as an applicant from head to foot. Scholars read him in one half hour after they enter the school house, and know just what they can do with him. Lord Brougham read Daniel Webster at an introduction so that he remarked from his looks, that he never knew before that it was in the plan of the Almighty ever to make quite so great a man. When we reflect that we place the teacher before our children and thereby virtually say,—Obey him; look to him as an example to be copied; become like him—it strikes us that this person should have some accomplishments, some knowledge, some animation, and some good manners. Outside of the school house we would point to no person for our children to copy, and yet how often mere skippers in learning and manners manage with an easy school agent to place themselves before a whole district of children in this position.

Great inconvenience is experienced from cold school houses. Economically considered, there is a great loss in fuel by letting heat out as fast as we bring it in. But this evil is small comparatively. Health is so endangered that if some buildings we could name were our own premises, and no better warmed than they always are for the first half of the day, or more, in cold weather, we would call our children out of them into the house from fear that they would take cold. The annoyance from scholars standing round the stove to warm themselves, asking to leave their seats to go to the fire, tramping back and forth, and knocking and stamping their feet to get them warm, is enough to stop all study, make all cross, and the school a bedlam. All this might be stopped by filling a few plaster cracks, and pointing the underpinning. There should be venti-

lation, but it should be under control, as proper ventilators are made to be.

As to general remarks, one is this:—Every district should possess either Webster's or Worcester's large dictionary for reference, to be kept carefully by the teacher at the desk, and not to be taken away from that place any more than books are taken from libraries of reference; also to be sacredly kept by the clerk or agent of the district out of term time. In this way the book will last a great while and be an invaluable help to teacher and scholars. So important was this viewed, that a few years ago the New-York Legislature, by enactment, supplied each school district in the State with Webster's Unabridged Dictionary from the public funds. Our districts have the power of using five per cent. of their money for such a worthy purpose. With one exception the districts of the town are entirely destitute of books of reference. No. 4 has Webster's Unabridged Dictionary. There are a few maps of reference, hardly worthy the name, except in District No. 8, which recently, much to its credit, purchased Colton's large township map of New-England.

It is conceded on all hands that the intelligence which characterises New England at home and abroad, has its foundation in our excellent system of common schools, improved however, better than they would be even by ourselves in any other part of the country, on account of the close quarters we are obliged to keep during our cold winter days and our long winter evenings. It is conceded also that the common school branches, reading, spelling, writing, grammar and arithmetic, if perfectly mastered, are sufficient to prepare a young person to take a respectable position of influence in society and in the business of life. But in order to do this, all the scholar's time for schooling must be improved, and it is presumption for parents to suppose that weeks and terms of school time may be lost and their children come out at last with all their common school studies completed. There is nothing we would repeat with more emphasis than this—that scholars need all their school time for the completion of their common school studies.—May we not conjecture from the exhibit made of the loss of time in this town during the past year, amounting to more than eighteen years, that a vast number close their school days with their studies but half looked over, or rather *overlooked*, if indeed any more than just commenced.

For preparation for citizenship, upon which all scholars are to enter, the common school studies are none too numerous, and the time allotted for their pursuit none too extended, and should be improved with the utmost diligence. In proportion as either is cut short, serious deficiencies in character will be manifest through life. On the other hand, as well established taste in early years for study, for intelligence and good reading, will cause the mind to be occupied by elevated pursuits, and exclude that disposition to engage

in low practices, to gossip and tattle, to attend to every body's business but their own, so destructive to the peace of neighborhoods. Intelligence dispels all these annoying evils, and this, together with morality, is essential to the happiest state of society.

STATISTICAL TABLE.

	Term.	Length of school in wks.	Wages of Teacher pr mo. including board.	No. of Scholars.	Average Attendance.	Instances of tardiness.	Not absent one half day.	No. visits by citizens.	No. visits by Prud. Com.
District No. 1.	Summer. Winter.	8 14	\$14.00 \$18.00	12 23	11	38	4	35	1
District No. 2.*	Summer. Winter.	13	\$17.60	14	11	92	1	10	1
District No. 3.	Summer. Winter.	18 9	\$17.00 \$22.00	30 29	22 23	85 29	5 7	62 14	2
District No. 4.	Summer. Winter.	15 10	\$17.00 \$20.00	23 24	21 20	44 37	5	22	3 2
District No. 5.	Summer. Winter.	8 10	\$12.00 \$18.00	13 15	12 11	10 24	7 1	19 8	
District No. 6.	Summer. Winter.	8 84-5	\$16.00 \$33.00	21 18	16 16	134 61	3 6	21 15	1 1
District No. 7.	Summer. Winter.	12 12	\$17.00 \$19.00	27 27	23 22	28 69	2 3	54 22	2 1
District No. 8.*	Summer. Winter.	12	\$18.00	15	11	12	1	18	1
District No. 9.	Summer. Winter.	11 10	\$17.00 \$18.00	41 38	33 27	135 86	5 7	20 12	1 4
District No. 10.	Summer. Winter.	10 6	\$14.00 \$18.00	15 15	10 13	4 10	2 1	26	
District No. 11.	Summer. Winter.	10 19	\$12.50 \$19.00	13 19	12 11	20		22 8	2 1
District No. 12.	Summer. Winter.	10 11	\$15.00 \$18.00	19 25	13 22	90 30	1 6	22 46	1 1

\* No school summer term.

LUCIEN INGALLS, } Superintending  
BENJAMIN ELA, } School Committee





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